

# Hearing Loss 101

Presentation by  
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# Communication Modes

- What are the options?
- Who decides?



# Common Communication Options

## ■ Auditory-Oral Method

- The child uses hearing technology such as hearing aids, cochlear implant, FM System, or a combination of the three
- The child relies on his/her hearing to learn most things and uses his/her voice to communicate with others
- Visual aides can be used, but sign language is not a part of this method

# Common Communication Options

## ■ Bilingual-Bicultural Method

- Children may or may not use hearing technology
- American Sign Language (ASL) is used when interacting with the child
- English is taught through ASL as a second language
- If the student is in the mainstream setting, an Educational Interpreter is used

# Common Communication Options

## ■ Cued Speech

- Allows the child to see the sounds of the English language represented by hand cues
- Meaning is not conveyed through the hand movements (In ASL meaning is what is conveyed.)
- The handshapes represent sounds produced and can be used with any language that uses spoken word.
- Not commonly used in Wisconsin at this time

# Common Communication Options

- Total Communication
  - Combination of systems
  - Child may use sign language to understand but use their own voice to convey messages
  - Lip reading, sign language, other visual cues used to help the child when needed
  - Signing and talking at the same time not recommended

# Who Decides Which Method to Use?

- Families involved in their county's Birth-Three Program will develop an Individual Family Service Plan (IFSP)
- The IFSP is a list of goals the family has for their child and themselves
- Communication mode is generally decided by the families wishes

# Who Decides?

- When the child enters the 3-5 year old programming offered by the local school district, the IFSP becomes an IEP.
- If the child has been successful with the communication mode outlined in the IFSP, odds are that mode will continue to be used.
- If the child shows inclination towards a different system, the IEP Team may choose to look at that as an option for consideration.



# Who is on the IEP Team?

- Parents
- Regular Education Teacher
- Teacher of the Deaf and Hard of Hearing
- Audiologist
- Speech-language Pathologist
- Educational Interpreter
- Other Special Educators

# The Team Cont.

## **Teacher of the Deaf and Hard of Hearing**

- **Language development**
- **Reading & writing challenges and strategies**
- **Knowledge and skill in the sign language and oral communication strategies**
- **Developmental listening skills**
- **Social-emotional impact**
- **Technology & resources**

## **Speech-language Pathologist**

**In-depth understanding of the developmental stages of:**

- **Speech articulation –**
  - **but not for a child who does not hear**
- **Language development -**
  - **in English, but not necessarily knowledgeable about sign communication or other communication technology.**
- **Therapy techniques –**
  - **but not necessarily those typically used with students who are dhh: i.e. Auditory Oral, Auditory Verbal, Visual Phonics, Cued Speech ...**

# The Team Cont.

## Audiologist

- Listening technology, but not instructional strategies
- Audiological evaluation and monitoring
- Assessment of auditory functioning within different environments including assessment of classroom acoustics
- Coordination of services with clinical audiologists and vendors, etc
- Select, repair and adjust listening technology
- Support for Hearing Screening

## Educational Interpreter

- Competency in signed communication interpretation
- Tutorial support (with teacher guidance) – *but not as a teacher*
- Sign language 'instruction' to classroom peers
- Assistance in determining student communication use and needs
- Need prep time: self and with student

# Team Continued

Other Special Educators may include:

- Physical Therapy
- Occupational Therapy
- Teacher of the Blind and Visually Impaired
- Special Education Resource
  - CD
  - LD
  - EBD

(Children who are Deaf with Additional Disabilities often require support from multiple Special Education Providers)

# What is a good “listening” environment?

- Talk with the person sitting next to you. Brain storm 2-3 things that make a listening environment ideal.

# Acoustic Helpers

- Carpet
- Blinds or drapes
- Acoustically treated tiles (ceiling and walls)
- Wall coverings (posters, quilts, tiles)
- Chair feet covers
- Updated HVAC systems
- Quiet fans for classroom technology

# What things help Deaf and Hard of Hearing Students?

- Access to communication with peers and adults
  - Interpreters
  - Captioning
  - Video Phone, IM, Blackberry, Cell Phones
  - Sign classes for peers and families
- FM Systems
- “Quiet” visual spaces

# Supports For Staff Working With Deaf and Hard of Hearing Students

- DPI Consultant Carol Schweitzer
- WESPDHH Outreach Team
- Oodles of websites!



**What Else Would You Like to  
Know?**

# Please Contact Us With Any Questions

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